****Name/Date:

**Social Studies 9 Unit 3 The French and North America**

**3C Black Robes & Coureurs de Bois**

**Resources:** Crossroadstextbook Ch. 8, Class handout.

**Focus Question:**

• How successful were the early French attempts at colonization?

**Crossroads Questions**

Read pages 232-235. Take some notes (on this page or your own paper) that will fully answer the prompting questions. Keep the focus question in mind as you take your notes.

1. (p. 232) By the time of Champlain’s death, what pressures did France face to develop (make stronger, more permanent) its colonies in North America?
2. (p. 232) What did the French do to develop their colonies? What was required by the Company of a Hundred Associates? Did the Company accomplish this? What was the result?
3. (p. 232-234) What were the Jesuit missions and why were they established? Were the missions successful? What were the long-term results?
4. (p. 234-235) What were the coureurs de bois and how did they operate? Describe some of their accomplishments. What role did Native peoples play for the coureurs de bois?

**Handout Questions:**

1. Pierre Radisson was only 16 years old when he was captured by the Iroquois—and only 18 when he became an independent *coureur de bois*. What character traits did he have that would contribute to his survival and his success?
2. Describe some of Jean de Brébeuf’s successes—and failiures—in New France. He was made a Catholic saint. Do you think he is a good patron saint for Canada? Why or why not?

(Totally optional, and **with parental permission only**) The 1991 film *Black Robe* is a fictionalized account of some events similar to Brébeuf’s life. It is rated 14A for violence and sexual content, though—so be sure to ask your parents’ permission if you decide to watch it!

**Other ideas, thoughts, questions:**